May 19, 2011  
12:30 p.m.  
6th period  
Mrs. C's classroom  
  
  
Group 5 displays their PowerPoint on the screen.  Teacher tells them they have to not all stand in the front of the room to present.  She tells the other boys to stand at the front of the room beside their presentation screen.  
  
Nathan stands behind projector and gets ready to present.  The teacher tells the students they need to be quiet and listening.  Right before the presentation Nathan says, "This turned off out of nowhere."  The projector screen goes off; no power.  The teacher asks if it came unplugged.  No answer.  She asks again.  She turns on the lights and walks over to it.  The intervention specialist walks over to it.  The teacher asks if the light is flashing.  After a pause, she says, "You may have to turn the power button on."  The kids talk quietly as they wait.  The intervention specialist and the teacher are crouched down looking at the projector cart.  The projector cart is about 4 feet across and has a cabinet underneath.  The PowerPoint comes on and then off.  You can hear beeping.  It comes on and off again.  The teacher asks if there is someone who has a presentation that is not a PowerPoint.  Group 2 says they have a poster.    
  
  
Group 5 big tall guy begins.  He says, "This is our project."  Slide 2 shows pictures of a dirty pond.  He says, "This is why we want to clean it and make it better."  He reads slide 3 that says the reason why they chose this topic and want to clean the pond.  Slide 4 shows algae under the microscope.  Each slide transition has a funny sound, like hooting or cheering.  "The following slides show pictures of what was found in the water," he says.  The speaker has trouble pronouncing the words and Nathan helps him with a word.  Big tall boy goes to the other side of the screen.    
  
Nathan is moving the slides.  The slide goes too early and the speaker says, "Stop it.    
  
Nathan says, "The timer is off.” He refers to the timing of the slides in sync with how fast it takes to present them to the class.  But then the screen moves again and the class laughs.  Big tall Boy reads the slide about the oxygen levels.  The slide changes with a big gong sound.  The next slide is about ph levels in the pond.  Microscope boy is in the group and he looks at the screen.  Big tall guy asks if Nathan can move it up.  He says no.  He leans over to read it.  The display is too big for the screen.  They end with credits and pictures of themselves which makes them all smile.  He tells what each person has done for the project.  The class claps.  One boy asks big tall guy how he did something and references the PowerPoint.  He says he doesn't know and looks to Nathan as if Nathan would know the answer.  The group sits down and they comment to each other, critiquing of one part of the presentation.  
  
Group 2 begins to present their project.  They have a slide projected that says CNE Schools pond and the greenhouse effect.  The teacher asks if she has their rubric.  The intervention specialist asks if she can help with grading.  The Teacher says no and sighs.  She is sitting at her desk watching the presentations and grading them with a rubric.  She appears frustrated.  "Are you the Smarties?" She asks referring to their team name.  They say yes.  
  
There is an error report on the screen.  The intervention specialist says, "It’s recovering."  
The teacher asks if it is recovering.  The teacher looks at the screen and says she can't read that.  She is located at the back of her room at her desk and the screen is at the very front.  There is a lot of small writing on the screen.  She goes to the projector and tries to help.  The intervention specialist talks from the back and tries to problem solve.  
  
This group has a boy who is talking and he reads through the PowerPoint which has limited information.  The group member moves the computer and there is talking.  There are two students with their computers on who are open to their projects.  The Teacher tells the class to close their computers and that this is not a work time.  The class gets quiet.  The boy reads from the poster and explains where them litter was around the pond and what the literal was.  There are many pictures on the poster.  He stops talking.  The redhead girl says yup can clap now.  The class claps.  His group mates were standing around the poster next to him.  The group sits back down and the computer boy opens the computer.  He looks at their Powerpoint presumably and makes some changes, he talks with the boy and says should change this...in thought this would make...inaudible  
  
Ryan is your group ready.  Do I have you pr rubric.  One group members asks another if she does.  He says yes.  The visual boy begins to read the slides.  The first slide is the group members.  The second slide is a greenhouse slide.  He reads from the slide and tells what a greenhouse is.  He has an audible speech in pediment.  There is a lot of noise from the other room on the other side of the curtain.  The next slide is transitioned with a gong sound.  It says compost pile.  He reads from the compost pile.  Transition organ music.  The next says water gardens.  It explains what it is and has a price range for creating it. One girl in the group stands next to the screen and looks uncomfortably from the screen to her classmates as if to check their reaction.  She seems uncomfortable with his speech.  This group has very colorful slides with many pictures.  This slide says why these ideas help.  He finished reading and smalls that's it.  The class  
starts clapping. The two girls in the group sit down and look embarrassed.  The boy is called back and shows the teacher the computer.    She asks if they used the digital camera for pictures.  He shows her.  
I think that went pretty well.  Why were you girls embarrassed all undid was standup there.  I think that was a pretty cool slide show.  I even added sound.  The boy asks a boy in another group if he knows how to add sound.  
If we didn't say jobs then our slideshow wouldn't be cool.  
  
  
  
Observation ends